



1997-98 KIRIS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 8–Arts and Humanities

The **academic expectations** addressed by the open-response item “Principles of Composition” are

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others’ artistic products and performances using accepted standards.

The **core content** assessed by this item includes

Dance: Skills and Knowledge

Dance Elements

Space, Time, Force

Dance Forms

Compositional form ABA

Dance: Creating

Generate movement ideas which could be used to compose a dance based upon a theme using dance elements and principles of contrast and transition.

Dance: Responding

Describe how the use of different space, time and force elements contributes to the meaning of a dance.

Principles of Composition

Dances are created using different compositional forms. One form used to create dances is the ABA form. A dance created in the ABA form is composed of three parts, with the B part being different in some way (such as mood, pathway, tempo, level of movement, or use of energy) from the two A parts.

You have been asked to use the ABA form to create a dance about your school day, from the time you leave for school until the time you return home from school.

- Briefly describe the **three** parts of your dance, clearly explaining how the middle B part is different in some way (such as mood, pathway, tempo, level of movement, or use of energy) from the first and last A parts.
- Explain how **each** of the three dance parts relates to your school day .



SCORING GUIDE

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Score	Description
4	Student briefly describes the 3 parts of his or her dance, clearly explaining how the middle B part is different from the first and last A parts. Student clearly explains how each of the 3 dance parts relates to his or her school day. Response shows a strong understanding of the ABA form.
3	Student briefly describes the 3 parts of his or her dance, clearly explaining how the middle B part is different from the first and last A parts. Student generally explains how 2 or 3 of the dance parts relate to his or her school day. Response shows a general understanding of the ABA form.
2	Student describes 3 parts of his or her dance, but the description does not follow the ABA form. Student explains how 2 or 3 of the dance parts relate to his or her school day. OR Student correctly answers part a; student's response to part b is limited, inappropriate, or nonexistent. OR Student's response is limited in part a and part b.
1	Student's response is minimal (e.g., student minimally describes 3 parts of a dance).
0	Response is totally incorrect or irrelevant.
Blank	No response.



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Notes:

ABA—a three-part compositional form in which the second section contrasts with the first, and the third section is a restatement of the first in a condensed or extended form

AB—a two-part compositional form with an A theme and a B theme; the binary form consists of two distinct sections that share a character or quality (such as tempo)

Narrative—follows a specific story line and intends to convey specific information through that story

Possible Answers:

First part is leaping because I am in a happy mood going to school with friends; second part I am curled up because I am in a sad mood because of frustration at school; third part is leaping because I am in a happy mood walking home with friends of feel relief that school is over.

First part is dancing at a fast tempo to show running to catch the bus; second part is dancing at a slow tempo as I walk to the blackboard; third part is dancing at a fast tempo to show running to catch the bus. (Student may or may not use the word “tempo” in the answer.)

First part is dancing on a straight pathway (straight pathway to school); second part is dancing on a zigzag pathway going back and forth between classes); third part is dancing on a straight pathway (straight pathway to home).

First part shows lots of energy (full of energy in the morning at school); second part shows little energy (school wears student out); third part shows lots of energy (energy comes back after school is over).

Note: In describing the dance parts, student may or may not describe the dance movements.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts and Humanities

Sample 4-Point Response of Student Work

Student Response

Student briefly describes the three parts of his or her dance, clearly explaining how the middle B part is different from the first and last A parts. Student's explanation includes an appropriate contrast of elements (e.g., tempo is fast, then slow, then fast).



A. If I had to make up a dance that was broken up into three sections (ABA, both last and first are the same letter because they are the same dance) about my school day it would go like this: First Section A: Dance fast and energetically, spin several times and also do several leaps and bounds. Middle Section B: Start off slowly and take small, slow skips. Keep very melancholy expression on face. Dance around in circles. Last section A: Dance fast and energetically, spin several times and also do several leaps and bounds.

B. First Section A interprets how I feel before school. I feel happy and energy-filled. Second Section B interprets how I feel during school, tired, run down. And the last Section A interprets how I feel after the school day is over. I feel relieved to be finished with another day of school and happy.



Student clearly explains how each of the three dance parts relates to his or her

Overall, student shows a strong understanding of the ABA form and of how the ABA form, together with dance movements and appropriate dance elements, can be used to create a dance based on a theme. Student briefly describes three parts of a dance about his or her school day, clearly explaining how the middle part is different in some way (e.g., use of dance elements) from the first and last parts. Student also clearly explains how each part of the dance relates to his or her school day.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts and Humanities

Sample 3-Point Response of Student Work

Student Response

Dances are created using different compositional forms. One form is ABA, B being different from part A.

A. For the first A part you simply begin dancing slowly as you build up energy, you dance at a medium speed, then in part B you dance at a fast pace with lots of energy, finally for the second part A you repeat the first A part. Part B is completely different from parts A because you dance at a faster speed meaning you'll use more motions.

B. Part A dancing describes my school day at the beginning and end because when I get up and leave I start at a slow pace; steadily getting more energy then in the middle of my day. I build up more energy and move at a faster rate, which describes part B. This task reminds me of when I wrote a song in music class using ABA form. I would write two notes then repeat them.

Student briefly describes the three parts of his or her dance, clearly explaining how the middle B part is different from the first and last A parts. Student's explanation includes an appropriate contrast in tempo (i.e., slow movement, then faster movement, then slow movement).

Student generally explains how each of the three dance parts relates to his or her school day.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts and Humanities

Sample 2-Point Response of Student Work

Student Response	
Student briefly describes the first A part of the dance and clearly explains how this part relates to his or her school day.	Using the ABA form of dance composition, I have choreographed a dance about my school day from the time I leave for school until the time I return home. The first A part should be rather slow with very little to no energy. This part symbolizes the morning when I am sleepy, bored, slow and have very little energy. The B part, which is different, should be slightly faster, using a little more energy. This symbolizes the late morning to early afternoon when I am just awakening but am still kind of sleepy. The last A part should be very fast, energetic and up-tempo. This symbolizes the afternoon when I am completely awake and have lots of energy. I am very happy and hyper because I am going home!!
Student briefly describes the last A part of the dance and clearly explains how this part relates to his or her school day. The last A part, however, is different from the first A part, showing that the student does not fully understand the ABA	Student briefly describes the B part of the dance, which is clearly different from the A part. Student clearly explains how this part relates to his or her school day.

Sample 1-Point Response of Student Work

Student Response	
Student attempts to describe three parts of a dance. Description is minimal.	A. you going to strute B. you going to slide and spin C. you going to strute again And that is how you do it.



INSTRUCTIONAL STRATEGIES

Grade 8 Arts and Humanities

The open-response item “Principles of Composition” assesses students’ understanding that (1) the compositional dance form ABA includes a B part that is different in some way from the two A parts which are the same, and (2) the ABA form can be used to create a dance based on a theme. The instructional strategies below present ideas for helping students explore and master these concepts.

Explain to students that dances can be created using different compositional forms, of which ABA is one such form.

Explain to students that the ABA form has three parts with the B part being different in some way from the two A parts which are the same.

Discuss with students some different ways that a composer might use the dance elements of space, time, and force to compose a dance in ABA form. Review with students some of the different ways to express space (e.g., shape, level, direction, pathways), time (e.g., beat, tempo), and force (i.e., use of energy while moving).

Introduce or review with students these additional ways of expressing the elements of dance: space can be expressed by the focus and size of movement; time can be expressed by the accent, rhythmic patterns, and duration of movement; and force can be expressed by movement that is heavy/light, sharp/smooth, tense/relaxed, or bound/flowing. Provide students with examples (e.g., photographs, video clips) of dancers expressing the elements of space, time, and force in different ways.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Look at pictures of dancers performing different movements. Describe how each dancer is expressing the element of space.
- Look at video clips of a dancer or dancers expressing the element of time. Describe how the element of time is being expressed.
- Look at video clips of a dancer or dancers expressing the element of force. Describe how the element of force is being expressed.
- Demonstrate different ways of expressing the dance elements of space, time, and/or force.
- Describe how one of the dance elements (i.e., space, time, or force) might be expressed in a dance composed in the ABA form.
- Describe how one of the dance elements (i.e., space, time, or force) might be used to create a dance in the ABA form based on a selected theme. (Provide students with a theme such as “love,” “a boat in a storm,” “a scary event,” etc.)
- Select a theme. Describe how you would use the ABA form to create a dance that expresses that theme. Explain how each part of your dance relates to the theme.